

## TRANSITIONAL IMPACT ON DEPRESSION STATUS AMONG ADOLESCENTS IN HARYANA

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### ABSTRACT

*Depression is a psychological problem or condition that changes how you think and feel, and also affects your social behavior and sense of physical well-being. A cross – sectional study was conducted with 460 adolescents of 11<sup>th</sup> and 12<sup>th</sup> standard in Haryana. Children Depression Inventory was administered to verify the depression status among adolescents. Results revealed that adolescents studying in university atmosphere were more depressed as compared to school adolescents. Depression was positively and significantly correlated with academic class and educational institute, whereas, negatively and significantly correlated with family size. Academic class and educational institute may lead to depression among adolescents.*

**KEYWORDS:** Anhedonia, Ineffectiveness, Interpersonal Problem, Negative Mood & Negative Self – Esteem

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### INTRODUCTION

The scenario of adolescents clearly shows that the condition of youth has significantly deteriorated. Adolescents of today's world are living in a world of competition and there is cut throat competition in every sphere of life. Being academically successful and making a place for oneself in the society is their priority. Disturbed youth with internalizing problems such as stress, depression, anxiety, loneliness, social withdrawal and social problems differ from those who are normal, or those with externalizing problems such as aggression (Anuradha *et. al.*, 2012). Depressed adolescents were found more likely to select negative alternatives to social problems such as alcohol abuse, isolation, and running away from home. The changes of institutions and change pose have adolescent problems, i.e., social, academic etc. The present study was therefore undertaken to find out the extent of depression among adolescence, and also to judge the impact of educational institution transition on psychological well – being of adolescents.

### MATERIAL AND METHODS

The study was conducted in Hisar district of Haryana state. Ethical approval and formal permission were obtained from the institution and the principals of the selected schools. The samples were recruited from three government senior secondary schools and two colleges of Haryana Agricultural University. A total of 460

adolescents, one having transitioned from school to university atmosphere and another continuing their 11<sup>th</sup> and 12<sup>th</sup> in the same school atmosphere, falling in the age group 16 – 17 years were included in study to represent the sample. Children Depression Inventory (CDI) by Kovacs (2003) was administered to assess the depression status. Children Depression Inventory consisted of 27 items within five dimensions, i.e., negative mood, interpersonal problems, ineffectiveness, anhedonia and negative self – esteem.

## DATA ANALYSIS

Statistical analysis was performed using the Statistical Package for Social Sciences (SPSS) to analyze the data. Independent sample t- test, One – Way ANOVA and Stepwise regression was used for analysis.

**Table 1: Comparison of Depression among Adolescents A Cross Socio – Economic Variables**

S. No.	Socio – Economic Variables			
1	Family Structure			
	Nuclear Mean±SD		Joint Mean±SD	Z value
	10.30±05.85		09.52±04.63	1.43
2	Educational Institute			
	School Mean±SD		University Mean±SD	
	09.57±05.05		11.50±06.46	3.27*
3	Family Size			
	Small Mean±SD	Medium Mean±SD	Large Mean±SD	F value
	11.38±06.82 <sup>b</sup>	09.79±05.09 <sup>a</sup>	09.21±04.71 <sup>a</sup>	3.92*
4	Caste Categories			
	Scheduled caste Mean±SD	Backward caste Mean±SD	General Mean±SD	
	10.42±05.60 <sup>a</sup>	09.50±04.56 <sup>a</sup>	10.34±06.33 <sup>b</sup>	1.41
5	Number of Siblings			
	One to three Mean±SD	Four to six Mean±SD	Seven to nine Mean±SD	
	09.92±05.59 <sup>a</sup>	10.45±05.19 <sup>a</sup>	11.40±03.64 <sup>a</sup>	0.60
6	Annual Income			
	Low (Rs.20,000 – upto Rs.2,00,000) Mean±SD	Middle (Rs.2,00,001 – Rs.4,00,000) Mean±SD	High (Rs.4,00,001- Rs.6,00,000) Mean±SD	
	09.89±05.14 <sup>a</sup>	11.00±07.56 <sup>a</sup>	11.36±06.42 <sup>a</sup>	1.22

\*Significant at 5% level

**Note:** Means in the same row that do not share superscripts differ at  $p < 0.05$  using Duncan multiple difference comparison.

**Table 2: Stepwise Regression to Predict Depression among Adolescents**

S. No.	Model	Unstandardized Coefficients		Standardized Coefficients	T Value	Total Adjusted R <sup>2</sup>	F value
S. No.	Variables	B	SEB	B			
1.	Step I Academic class	-0.41	0.12	-.34*	-3.31*	0.10	10.94
2.	Step II Academic class Social – support quantity	-0.39 -0.20	0.12 0.08	-.32* -.24*	-3.21* -2.43*	0.15	8.72
3.	Step III Academic class	-0.39	0.12	-.32*	-3.30*		

	Social – support quantity (SSQN)	-0.23	0.08	-.28*	-2.85*	0.18	7.43
	Number of siblings	0.23	0.11	.20*	2.04*		

\*Significant at 5% level

## RESULTS

### Depression Status of Adolescents across Educational Institute

Of the 460 adolescents diagnosed with depression during the study period, nearly 14 per cent adolescents studying in school and 21 per cent adolescents from the university were facing the problem of depression to higher degrees, which indicate that they require immediate intervention for coming out from depression symptoms.

### Comparison of Depression among Adolescents across Socio – Economic Variables

Glimpse of table 1 shows the significant difference in depression level of adolescents across type of educational institution, in which they were pursuing their studies ( $Z = 3.27$ ,  $p < 0.05$ ) and across family size ( $F_{(2, 457)} = 3.92$ ,  $p < 0.05$ ).

### Regression Analysis to Predict Depression among Adolescents

Table 2 highlights stepwise regression model for depression among adolescents, indicating adolescents' academic class, total number of people (SSQN) and number of siblings as the significant predictors. Academic class alone accounted for nearly 10 per cent variance in depression among adolescents (Model I),  $F_{(1, 86)} = 10.94$ ,  $P < 0.05$ . Further, when the total number of people (SSQN) were combined with academic class, the significant model contributed 15 per cent of the variance in depression among adolescents (Model II),  $F_{(2, 85)} = 8.72$ ,  $P < 0.05$ . In the third step of regression analysis, number of siblings in conjunction with academic class and the total number of people accounted for 18 per cent of the variance and the model was significant,  $F_{(3, 84)} = 7.43$ ,  $p < 0.05$  (Model III).

## DISCUSSIONS

The results concluded that university students were slightly more depressed than school students. University students face a transitional impact as they shift from the school environment to the university environment. The majority of the university adolescents residing in the hostel did not get support from family members, when required. Researchers speculate that this transition can cause stress that might promote bullying behavior, as students attempt to define their place in the new social structure. These findings were consistent with previous studies (Verma *et. Al.*, 2014) which also found that depression was associated with various factors like working mothers, students staying away from home, poor relationship with family and self or parental dissatisfaction with academic achievement. Significant differences were also observed in depression level of adolescents as per family size, as adolescents of small family size were more depressed than medium and large family size. The results are supported by the findings of the Nagarkoti (2012) and Nagendra *et. Al.*, (2012) who also pointed out that student from joint family were less depressed compared to those from nuclear families. A stepwise regression model for depression indicated that academic class, total number of people and number of siblings were significant contributors in deciding the depression among adolescents. The results are supported by the findings of Maharaj (2009) who revealed that depression was associated statistically with age, gender, school-type and family structure. As a result, given that the relationship between attachment to parents, academic class, well-being and adjustment level of adolescents, it is possible to claim that adolescents with secure attachment or high social - support which foster their competence and facilitate them to improve their feelings of well-being and adjustment in the exploration of the world.

In a similar study by Sood (2006), it has been reported that children from single parent families were emotionally less competent. Mental health has been associated with perceived competence and the experience of social support from family, peers and others (Priya and Muralidaran, 2014).

## CONCLUSIONS

- University students were slightly more depressed against school students.
- Significant differences were observed in depression level of adolescents across educational institute and family size.
- A stepwise regression model for depression indicated that academic class, total number of people and number of siblings were significant contributors in deciding the depression among adolescents.

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